Dual Language Learner (DLL) Pilot Study

Progress Update and First Findings

First 5 Commission Meeting
July 25, 2019

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American Institutes for Research

AIR Team

Heather Quick, PhD – Principal Investigator

Karen Manship, MA – Project Manager

Rebecca Bergey, EdD – Deputy Project Manager

Iliana Brodziak de los Reyes, PhD – Lead Analyst

Carmen Martínez, MA – Recruitment Lead

Jennifer Anthony, MA – Classroom Observation Lead

Shannon Keuter, MA – Child Assessment Lead

Team bios available at California DLL Study website

Technical Advisory Group

Linda Espinosa, PhD, Professor of Early Childhood Education (Ret.) at the University of Missouri, Columbia

Doré Laforett, PhD, Advanced Research Scientist at the Frank Porter Graham Child Development Institute

Yuuko Uchikoshi, EdD, Associate Professor at the University of California, Davis

Mariela Páez, PhD, Associate Professor at the Lynch School of Education, Boston College

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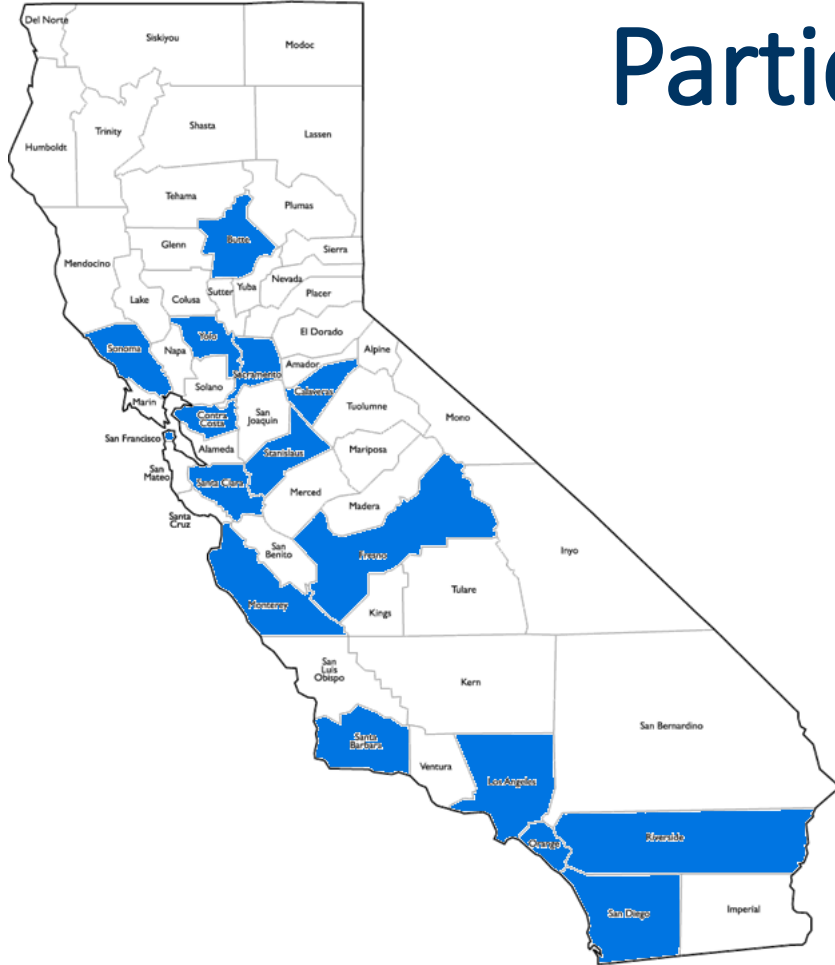AMERICAN INSTITUTES FOR RESEARCH®

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Guiding Questions

1. What practices—*in terms of instruction, professional development, and family engagement*—are used in early learning settings in California to support DLLs?

2. What works to promote DLL learning and development?

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Participating Counties

Calaveras	Monterey	San Diego	Sonoma
Contra Costa	Orange	San Francisco	Stanislaus
Fresno	Riverside	Santa Barbara	Yolo

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Study Progress to Date

- Background Study:
  - Interviews with county stakeholders: complete
  - Site director survey: currently in the field

- In-Depth study:
  - Site selection: July

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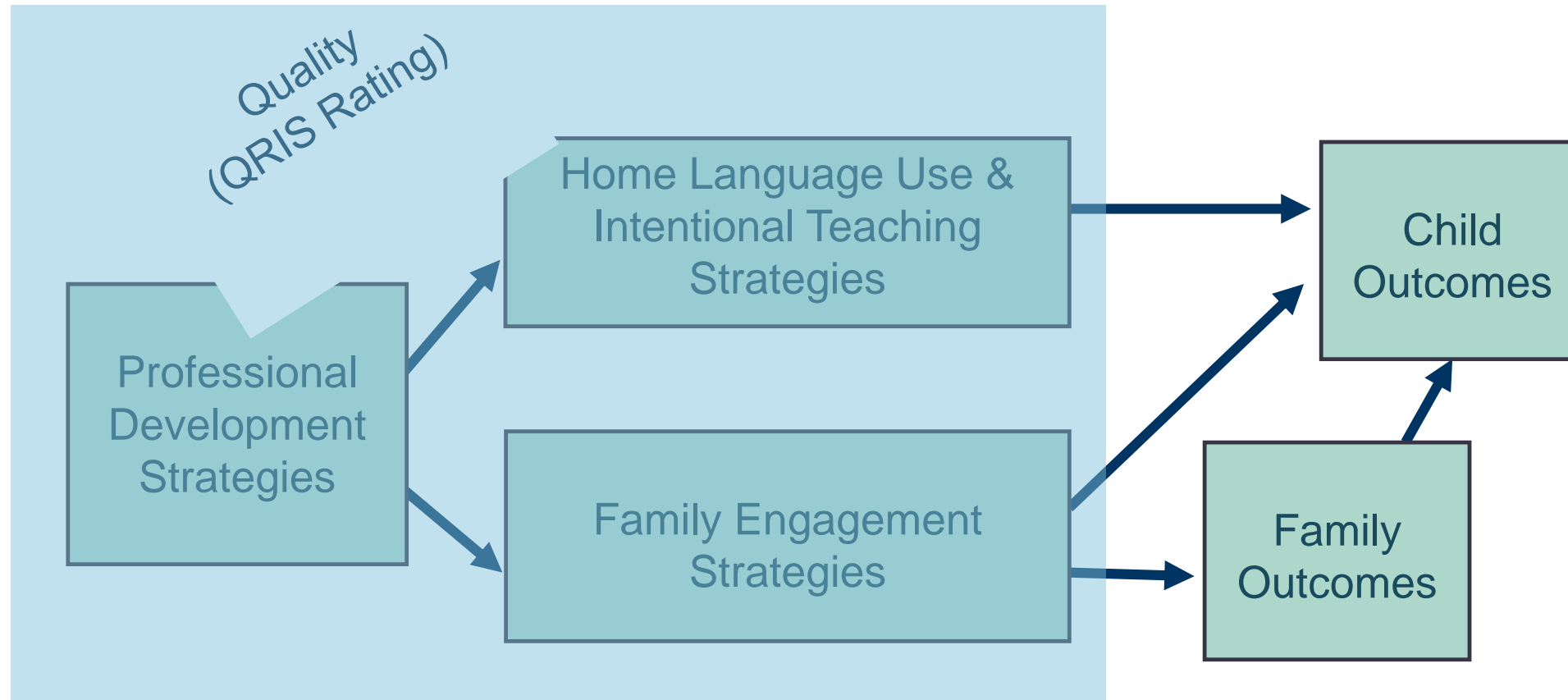AMERICAN INSTITUTES FOR RESEARCH®

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Next Steps: In-Depth Study

- Fall 2019-Summer 2020

- 360 sites:
    - Center-based, family child care, unlicensed community-based programs
    - Serving infants/toddlers, serving preschoolers
    - Multiple languages
        » Spanish
        » Cantonese
        » Mandarin
        » Vietnamese

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In-Depth Study Focus

Quality (QRIS Rating)

Professional Development Strategies

Home Language Use & Intentional Teaching Strategies → Child Outcomes

Family Engagement Strategies → Family Outcomes → Child Outcomes

In-Depth Study Data Sources

- Classroom observations
- Child assessments
  - Language skills, executive function, overall development/cognitive skills
  - Developmentally appropriate and available in (or translated into) multiple languages
  - Training for data collectors planned for late August/early September
- Teacher surveys
  - About their classroom practices
  - About specific children's development
- Parent phone surveys
  - About home learning activities and their views on bilingualism
  - About their child's development

Expansion Study

- To inform expansion funding decisions:
  - Comprehensive literature review
  - Interviews with program directors about barriers to using evidence-based practices (late summer 2019)

- To describe implementation experiences of programs funded in expansion phase:
  - Implementation study (fall 2021)

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Initial Findings: First Research Brief

The Early Care and Education Context for Dual Language Learners in California

Purpose

Describe the **policy context**, **accountability systems**, **instructional supports**, and **workforce development** efforts within early learning and care settings across California.

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Data Sources

- Interviews/focus groups with key stakeholders from 16 counties, summer/fall 2018

- Nearly 100 respondents

- First 5 county agencies, resource and referral agencies, county offices of education, professional development providers, other local organizations included

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Key Findings: Context

County Stakeholders	Families
• View bilingualism as an asset • Reference a range of resources to guide approaches to supporting DLLs	• Often prioritize the development of English proficiency for their children • Influenced by economic pressures, uncertain political climate, and personal experiences in school

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Key Findings: Accountability Systems

Challenges:

- Approaches to determining DLL status and home language vary

- Little emphasis on collecting accurate data about DLLs and tracking their progress

- Lack of consistency and alignment across systems makes monitoring progress more difficult

➡ Despite these challenges, some programs and systems in California have made progress on improving tools and measures to identify DLLs and to evaluate their progress.

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Key Findings: Instructional Approaches

Key factors shaping instructional program choices reported by county stakeholders include:

- Community demographics

- Availability of staff who speak a particular language

- Leadership priorities

- System-level influences such as alignment with K-12

Instructional Approaches/Models Mentioned by Stakeholders

- Sobrato Early Academic Language Model (SEAL)

- Preschool Guided Language Acquisition Design (GLAD)

- Personalized Oral Language(s) Learning (POLL)

- Soy Bilingüe

- Teachers Acquiring Language Learner Knowledge (TALLK)

- SEEDS of Learning

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Key Findings: Workforce Development

Workforce development opportunities varied in terms of attention given to strategies specifically aimed at supporting DLLs

Opportunities included:

- Some coaching opportunities

- Some trainings offered in teachers' non-English home languages

- Efforts to build capacity at the *leadership* level

- Communities of practice and/or professional learning communities (PLCs) in some counties

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Key Findings: Workforce Challenges

- Lack of funding for professional development (PD)

- Dual language coursework/preparation is not required

- Few supports for ECE staff around language use in the classroom

- Few trainers who speak the languages of ECE staff

- Few supports for staff in unlicensed settings

- Lack of PD support for staff working with infants and toddlers

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Summary

- Shared value of bilingualism and interest in supporting DLLs in ECE

- Stakeholders reported challenges as well as local achievements

- Consistent implementation will require coherence and integration of efforts across systems, counties, and the state

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Future Briefs and Reports

- Common approaches and challenges to supporting DLLs in early learning and care programs (site director survey findings)
  - Early 2020

- What works for DLLs? A summary of effective practices for California's diverse children and ECE settings (in-depth study findings)
  - Early 2021

- Enhancing supports for DLLs: Successes and challenges in expanding effective practices (expansion study findings)
  - Spring 2021

- Comprehensive final report
  - June 2021

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Questions?

California DLL Study website